

Vermont School Improvement Grant Application

Spring, 2010

Supervisory Union/ District Name: Franklin Central Supervisory Union

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Role: Principal

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This grant application must be submitted with:

- ☐ Statement of Agreement signed by superintendent
- ☐ School Improvement plans for each Tiered school included in the grant
- ☐ Budget
- ☐ All relevant attachments Tier I and II: (B, D2, E) Tier III (B, E)

Superintendent Signature: Bob Rosane

Date: 6/10/2010

LEA APPLICATION

DIRECTIONS: PLEASE NOTE THAT THIS APPLICATION MUST INCLUDE INFORMATION AND RESPONSES FOR ALL TIERED SCHOOLS IN YOUR SU OR DISTRICT. FOR SOME DISTRICTS YOU MAY HAVE MULTIPLE ENTRIES IN THE TIER III SECTIONS. FOR SUPERVISORY UNIONS /DISTRICTS WITH ONLY TIER III SCHOOLS, GO TO THE APPROPRIATE PORTION OF SECTION B INDICATED BY THE ARROW.



In Vermont, for the purposes of the School Improvement Grant, when we refer to the LEA, we are referring to the Supervisory Union/District.

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
St. Albans City School	5007560	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

REQUIREMENT 1

- (1)** For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that—
- The LEA has analyzed the needs of each school and selected an intervention for each school; and
 - The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.

TO MEET REQUIREMENT (1) ABOVE:

Analyze the needs of each Tier I, Tier II and Tier III school identified in the application and selected an intervention model (Tier I and Tier II) or activities (Tier III) for each school.

The Vermont Department of Education will evaluate the LEA's needs assessment application based on the following criteria:

Tier I and Tier II ONLY

1) School Assets and Data Analysis:

- a) Overview and assessment of school and community assets as well as needs
Directions: Attach self- assessment (Attachment B). Include summary of findings here:
- b) Input from staff, public/private partnerships, parents and other community members
 - i) For high schools this includes input from regional career center, postsecondary, non-profit and business partners and assessment of alternate pathways to graduation in the region.
Directions: Include evidence of input here:
- c) Inclusion of analysis of recent and longitudinal New England Common Assessment Program (NECAP) results and other relevant common local assessment system data for all students and for subgroups (demographic categories as well as any subgroup of students relevant to school needs including at minimum, students with disabilities, students eligible for free and reduced lunch, and English language learners)
Directions: Summarize conclusions from your analysis of data here:

- d) Inclusion of the following data and **summarization of conclusions** reached after assessing the data:
- i. Graduation rates,
 - ii. Drop-out rates,
 - iii. Discipline referrals,
 - iv. School action plan priorities,
 - v. Highly qualified teacher data,
 - vi. Child count by disability category
 - vii. Percent of students with disabilities in the general education classroom more than 80% of the time
 - viii. Number of out of district placements
 - ix. Number of students in “alternative” day placements
 - x. Number of ELL students
 - xi. Number of students eligible for free and reduced lunch
 - xii. Most recent Youth Risk Behavior Survey

NOTE: The data above for each Tiered school will be sent to you electronically.

Directions: *Please include a summary of conclusions about the data above and any other relevant data here:*

- e) Inclusion of a guided self assessment, conducted by the Supervisory Union/District (SU) School Support team (this team must include the superintendent, principal of the school(s), curriculum coordinator and special education coordinator), on *Major Factors for Rapid Change in School Improvement* (See Attachment B – *Major Factors for Rapid Change Self Assessment Tool*, and Attachment C – *A Theory of Action*, Richardson, 2009) and agreement to participate in a comprehensive assessment conducted by an external evaluator of the VT DOE’s choosing to inform school improvement implementation plan development and VTDOE school improvement support team service plan development. If such an assessment has already been conducted, the School Improvement Support Team will assess the scope of that assessment to determine if additional evaluation is warranted.

Directions: *Attach self assessment Attachment B signed by the Superintendent and any accompanying narrative. Please note we have included a rubric you may choose to use to inform your responses on the self-assessment.*

- f) If a school has an existing school improvement plan and/or plan for restructuring under the Vermont State Accountability System and the related Commissioner’s Required Actions, the School Improvement Support Team will review this plan with the SU School Support Team to assist them in incorporating new requirements under SIG and any information generated by the guided self-assessment. The initial school improvement plan is provided with the application and includes at minimum:

- ☐ Plan is attached
- i) ☐ Establishment of self-defined annual achievement goals tied to state accountability measures and achievement for all students and relevant student subgroups.

- ii) ☐ Those strategies defined as required actions through the state accountability system.
- iii) ☐ Those strategies defined through the selection of one of the required models.
- iv) ☐ Other strategies designed to assist in achieving school improvement targets.
- v) ☐ A budget and timeline for implementing the plan.

Tier I and II Schools Only - Selection of an Intervention Model

- 1) **Demonstrated consideration of all four intervention models (see Attachment D1 - *Description of the Intervention Models*) using the *LEA Tier I and Tier II School Model Selection Assessment Tool* (Attachment D2) to justify the selected intervention linked to analysis of assessment and other relevant data.**

Based on the needs/self assessment and analysis of data, identify an intervention model (using Attachment D1) for each Tier I and Tier II school the LEA elects to serve. The justification for the selection of a specific model must be described in a narrative in the Model Selection Tool provided in Attachment D2.

Questions the LEA should consider in the selection of an intervention model are included in the Model Selection Tool (See Attachment D2) – *LEA Tier I and Tier II School Model Selection Assessment Tool*).

Directions: Complete page 1 of Attachment D2 and attach. Indicate the Intervention Model selected below:

Four School Improvement Models approved for Tier I and Tier II schools:

Turnaround Model: Replace the principal and rehire no more than 50% of the staff and grant the new principal sufficient operating flexibility (including staffing, calendars/time and budgeting) to implement fully a comprehensive approach to substantially improve student outcomes.

Restart Model: Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.

School Closure: Close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving.

Transformation Model: Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness; (2) institute comprehensive instructional reforms; (3) increase learning time and create Community-oriented schools; and (4) provide operational flexibility and sustained support

(Section I.B.1 of 1003(g) allows an SEA to award SIG funds to an LEA for a Tier I or Tier II schools that has implemented in whole or in part, one of the models within the last two years so that the LEA and school can continue or complete the intervention being implemented. For example, if a Tier I or Tier II school has replaced its principal within the last two years, the SEA may award funds to the school's LEA to implement a turnaround model in the school even though the school will not be required to hire another new principal. A school that receives SIG funds in accordance with this flexibility must fully implement the selected model as required by the final requirements. In other words, if the school had been implementing the model only in part, it must use the funds it receives to expand its implementation so that it fully complies with the regulatory requirements. Addendum: the two years referenced with respect to this flexibility are the two years prior to the full implementation of the model in accordance with the notice using SIG funds for which and LEA has complete achievement data. In other words, with respect to the award of FY2009 funds for implementation in the 2010-2011 school year, the "last two years" are the 2007-2008 and 2008-2009 school years.) – USED Guidance document March 24, 2010.

REQUIREMENT 1 (Continued)

2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I, Tier II and Tier III school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.

Tier I and Tier II ONLY

1) Vermont Department of Education will evaluate the LEA's capacity to implement fully and effectively the selected intervention using the following criteria:

- a. Evidence of actions that the LEA/school has already taken related to the required elements of the chosen intervention.
 - i. Evidence should include documentation of progress toward existing school improvement plan strategies that are substantially aligned with required elements of the chosen intervention (e.g., The LEA indicates they have already developed and implemented a consistent annual evaluation system for teachers that is informed by student growth and outcomes (both individual and in the aggregate) in this case the LEA would be required to provide the reviewers the documentation that outlines that system and the progress they have made toward implementation.)

Directions: Describe here the steps already taken related to the chosen intervention. Please note that any required elements not reflected here must be addressed in the improvement plan

- b. Evidence of actions that the LEA has already taken related to Commissioner's Required Actions under the state accountability system of AYP.
 - i. An end of year report documenting progress on implementing Commissioner's Required actions will be submitted with this application.

Directions: Insert end of year report here:

- c. Provide a narrative description of current conditions (including barriers) related to the following:

Directions: *For each item (i through x) describe current conditions, including any barriers and how they will be addressed over the funding period.*

- i. Board support (e.g., minutes and/or board actions that indicate board support for the application and willingness to direct the school in implementing the forthcoming plan as defined.)
- ii. Union support (e.g., documentation of local union willingness to include revised evaluation systems in upcoming contracts, or amend existing contracts to include these changes.)
- iii. Financial capacity beyond SIG/sustainability (e.g., inclusion in budget of matching funds including use of other funding sources to support implementation efforts and sustain practices beyond the life of the grant)
- iv. Current evaluation practices (e.g., outline of current evaluation system for principals and teachers, including model, frequency of evaluation, etc.)
- v. Staff capacity/talent (e.g., description of staff experience level, special expertise, highlighting positions/individuals who will be actively engaged in implementing the school improvement plan and working closely with the state School Improvement Support team.)
- vi. Statewide and regional partnerships (e.g., agreements with ESAs, local agencies, and/or institutes of higher ed.)
- vii. Allocation of adequate time for teacher collaboration, job embedded professional development (i.e., as described in the LEA's application)
- viii. Data systems that inform on-going assessment of student progress and instructional practices (e.g., describing current use of systems like Aimsweb, Dibels, SWIS, etc.)

- ix. Parent and community partner support (i.e., support and engagement of local parent organizations, businesses, agencies and associations in school decision-making and activities.)
- x. The sufficiency of the budget to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA). (i.e., reviewers will look to see if the budget includes staffing, consulting, contracts with partners, materials, substitute costs or stipends, costs for transitioning to new or expanded schedules sufficient to sustain improvement activities described during the period of the grant and matching or other funding sources to sustain strategies beyond the life of the grant.)

2) **The school will conduct a guided self-assessment of each school using the rubric provided (See Attachment E) to determine capacity and readiness for implementing the school improvement plan.**

***Directions:** Attachment E to be completed by school staff. A compilation of the data on Attachment E with the Superintendent's signature should be attached and a summary of findings included here:*



For Supervisory Unions/Districts with ONLY Tier III schools, begin Section B here.

For Supervisory Unions/District with Tier I or Tier II AND Tier III schools, enter information about Tier III schools here.

For all **Tier III schools**, the Vermont Department of Education (VTDOE) will evaluate the LEA's needs assessment application based on the following criteria:

1) School Assets and Data Analysis:

- a) Overview and assessment of school and community assets as well as needs

Directions: Attach self- assessment (in Attachment B). Include summary of findings here:

The SU level team met and reached consensus on the following statements:

- 1. Principal has communicated a sense of urgency and is working on developing a strong and collaborative local leadership team (emerging)**
- 2. Teachers are using data to inform instruction. Teachers are not yet using data to alter their approaches significantly (emerging).**
- 3. Curriculum is being revised (emerging).**
- 4. School was restructured - see proposal introduction (strong)**
- 5. Formative assessments used by teacher skill level needs strengthening (emerging)**
- 6. Data teams in place but are novices in systemic use and processes (emerging)**
- 7. Embedded PD strong due to coaching model but always emerging (emerging)**
- 8. This proposal targets development of new evaluation system (not evident)**
- 9. All paraprofessionals meet requirements listed (strong)**
- 10. Special ed supports systems include some but not all components listed (emerging)**
- 11. Resources are equitable across all sectors (strong)**
- 12. New HUB program, emergence of PBS, new WIN time, moving towards consistent use of Responsive Classroom (emerging)**
- 13. No pathway programs in middle school (not evident)**
- 14. Preschool, afterschool and summer programs are strong (strong)**
- 15. Community partnership are strong but evolving (emerging).**

- b) Input from staff, public/private partnerships, parents and other community members

- i) For high schools this includes input from regional career center, postsecondary, non-profit and business partners and assessment of alternate pathways to graduation in the region.

Directions: *Include evidence of input here:*

SACS has had ongoing school board discussions regarding the school's identification and the SIG application.

With regards to staff input, you will see the input from our faculty that reflects their frustration with the current supervision and evaluation system as it is being implemented. This data is consistent with another climate survey done in 2007 prior to the new administration. The system is cumbersome and ineffective in supporting learning outcomes for students.

- c) Inclusion of analysis of recent and longitudinal New England Common Assessment Program (NECAP) results and other relevant common local assessment system data for all students and for subgroups (demographic categories as well as any subgroup of students relevant to school needs including at minimum, students with disabilities, students eligible for free and reduced lunch, and English language learners)

Directions: *Summarize conclusions from your analysis of data here:*

Looking at the data, we realized that our free and reduced students and students with disabilities were areas where we needed to improve. We saw improvements in our school when these students had strong teachers and were with those teachers for more than 1 year. Our school needs to insure that every teacher is focused on the learning outcomes of their students, and responding to student needs constantly. This requires a strong learning culture where teachers and students are learning and student outcomes are the evidence. To support this culture of learning, we have a structure that promotes multiple-year relationship, teachers with content and student expertise, and collaborative problem solving. We now need to add an evaluation system that compliments the structure and sets clear expectations for teachers as learners.

- d) Inclusion of the following data and **summarization of conclusions** reached after assessing the data:

- i. Graduation rates,
- ii. Drop-out rates,
- iii. Discipline referrals,
- iv. School action plan priorities,
- v. Highly qualified teacher data,
- vi. Child count by disability category
- vii. Percent of students with disabilities in the general education classroom more than 80% of the time
- viii. Number of out of district placements
- ix. Number of students in "alternative" day placements
- x. Number of ELL students
- xi. Number of students eligible for free and reduced lunch
- xii. Most recent Youth Risk Behavior Survey

Directions: *Please include a summary of conclusions about the data above and any other relevant data here:*

i. Grad rate: 85.56% (07-08); 86.44% (08-09); 86.44% (09-10)

- ii. Drop-out rate: 2.95% (07-08); 3.67% (08-09); 3.67%(09-10)
- iii. Discipline referrals: 97 (07-08); 36 (08-09); 8 (09-10)
- iv. Action Plan priorities: (see attached restructuring plan embedded in SIG proposal)
- v. HQT data: 100% are HQT
- vi. Child count data (07-08); (08-09); (09-10)
 - developmental delay: 20, 23, 29
 - learning impairment: 6, 6, 5
 - specific learning disability: 51, 67, 52
 - visual impairment: 1, 1, 2
 - deafness/ hard of hearing: 3, 3, 4
 - speech or language impairment: 27, 25, 17
 - orthopedic impairment: 0, 0, 0
 - other health impairment: 20, 26, 23
 - emotional disturbance: 11, 11, 10
 - autism spectrum disorder: 3, 3, 4
 - traumatic brain injury: 0, 0, 0
 - deaf-blindness 0, 0, 0
 - multiple disabilities: 0, 0, 0
- vii. % students with disabilities in class 80% of time or more: 79.6% (07-08); 86.7% (08-09); 91.3% (09-10)
- viii. out-of-dist placement: 25(07-08), 17(08-09), 18(09-10)
- ix. alternative day placement: 0(07-08), 0(08-09), 0(09-10)
- x. ELL: 3(07-08), 5(08-09), 7(09-10)
- xi. FRL 364 (07-08), 379(08-09), 427(09-10)
- xii. YRBS: YRBS data reflects continued need to support students and families in our district with regards to increasing social-emotional "assets" and coping strategies with regards to risk indicators.

Conclusion: The data indicates significant reform efforts in improving inclusion of students with disabilities, addressing emotional/behavioral issues, significant decreases in out-of-district placements. Significant reduction in discipline referrals following implementation of PBS and establishing clear school-wide behavioral expectations. Poverty rates have increased as indicated by increase in number of students eligible for free and reduced lunch. Percent of students with disabilities continues to remain high. Our proposed plan includes continued work in all of these areas.

- e) Inclusion of a guided self assessment, conducted by the SU School Support team and for each school, on *Major Factors for Rapid Change in School Improvement* (See Attachment B – *Major Factors for Rapid Change Self Assessment Tool*, and Attachment C – *A Theory of Action*, Richardson, 2009). For schools that have been in Corrective Action under the state accountability system for 4 years or more, this

includes an agreement to participate in an assessment conducted by an external evaluator of the VT DOE's choosing. If such an assessment has already been conducted, the School Improvement Support team will assess the scope of that assessment to determine if additional evaluation is warranted.

Directions: *Attach self-assessment (Attachment B) signed by the Superintendent and include any accompanying narrative here. Please note we have included a rubric you may choose to use to inform your responses on the self-assessment.*

The SU support team completed the survey and agreed to the following findings:

- 1. Principal has communicated a sense of urgency and is working on developing a strong and collaborative local leadership team (emerging)**
- 2. Teachers are using data to inform instruction. Teachers are not yet using data to alter their approaches significantly (emerging).**
- 3. Curriculum is being revised (emerging).**
- 4. School was restructured - see proposal introduction (strong)**
- 5. Formative assessments used by teacher skill level needs strengthening (emerging)**
- 6. Data teams in place but are novices in systemic use and processes (emerging)**
- 7. Embedded PD strong due to coaching model but always emerging (emerging)**
- 8. This proposal targets development of new evaluation system (not evident)**
- 9. All paraprofessionals meet requirements listed (strong)**
- 10. Special ed supports systems include some but not all components listed (emerging)**
- 11. Resources are equitable across all sectors (strong)**
- 12. New HUB program, emergence of PBS, new WIN time, moving towards consistent use of Responsive Classroom (emerging)**
- 13. No pathway programs in middle school (not evident)**
- 14. Preschool, afterschool and summer programs are strong (strong)**
- 15. Community partnership are strong but evolving (emerging).**

- f) If a school has an existing school improvement plan and/or plan for restructuring under the Vermont State Accountability System and the related Commissioner's Required Actions, the School Improvement Support team will review this plan with the SU School Support team and school leadership team to assist them in incorporating any new strategies established by this application, into their plan.

This item is addressed in h) ii) below.

- g) The application reflects consideration of the required and permissible elements as outlined in the Transformation model and addresses which of those strategies it is committed to pursuing with these funds.

Directions: *Indicate the required and permissible activities considered:*

*Several required and permissible strategies are addressed either directly or indirectly in the SIG plan. (See attached plan)
However the most prominent strategies are:*

1b & 1g. Develop a teacher and principal outcome-based supervision & evaluation system; use the system to evaluate effective delivery of the curriculum

1d. Provide embedded professional development

2a & 2b. Support the use of data for instruction, school improvement and to provide coordinated program.

3e. Continue to support efforts towards maintaining a positive learning environment.

Other strategies will support work on RTI, data-use, family/parent engagement and will include continued partnership with FCSU and the VT Dept of Education throughout the implementation of the plan.

h) The initial school improvement plan is provided with the application and includes at minimum:

- ☒ Plan is attached
- i) ☒ Establishment of self-defined annual achievement goals tied to state accountability measures and achievement for all students and relevant student subgroups.
- ii) ☒ Those strategies defined as required actions through the state accountability system.
- iii) ☒ One of the required elements of the SIG Transformation Model (See Attachment F – SIG Transformation Model Required and Permissible Strategies) as it related to the data analysis and school improvement plan.

Directions: *Indicate which required element of the Transformation Model is included in the Improvement plan*

Several required and permissible strategies are addressed either directly or indirectly in the SIG plan. (See attached plan)

However the most prominent strategies are:

1b. Develop a teacher and principal outcome-based supervision & evaluation system.

1d. Provide embedded professional development

2a & 2b. Support the use of data for instruction, school improvement and to provide coordinated program.

- iv) ☒ Other strategies designed to assist in achieving school improvement targets.

REQUIREMENT 1 (Continued)

2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each **Tier I, Tier II and Tier III school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.**

Direction: *Review your budget and school improvement plan(s) to assure adequate resources have been allocated to effectively implement each plan.*

Tier III Only

- 3) **The school will conduct a guided self-assessment of each school using the rubric provided (See Attachment E) to determine capacity and readiness for implementing the school improvement plan.**

Directions: Attachment E to be completed by school staff. A compilation of the data on Attachment E with the Superintendent's signature should be attached and a summary of findings included here:

SACS teachers completed the staff survey on May 25, 2010 during a faculty meeting. The results were collated and the following findings were revealed. An overwhelming majority of teachers responded "emerging" or "strong" to all questions.

Below are some notable findings:

89% of teachers responded "not evident" to the statement regarding teacher supervision and evaluation.

97-100% of teachers responded "emerging" or "strong" to the statements about the teachers' regular use of data and formative assessments.

97% of teachers responded "emerging" or "strong" to the statements the clarity of vision and plan.

92% of teachers seem to feel confident in the state of curriculum and/or the direction the school is headed with regards to curriculum.

92% felt comfortable with the level of supports for students with disabilities and the integration of special education into the overall school program.

Overall, the SU-level improvement team feel that the SACS staff survey results match the SU team responses to their own survey, with the possible exception of the current level of rigor of curriculum, which is an area of priority for FCSU.

REQUIREMENT 2

- (2)** If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.

TO MEET REQUIREMENT 2 ABOVE:

Vermont has no LEA with more than one Tier I school therefore this is not applicable.

REQUIREMENT 3

(3) The LEA must describe actions it has taken, or will take, to—

- **Design and implement interventions consistent with the final requirements;**
- **Recruit, screen, and select external providers, if applicable, to ensure their quality;**
- **Align other resources with the interventions;**
- **Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and**
- **Sustain the reforms after the funding period ends.**

TO MEET REQUIREMENT 3 ABOVE:

The LEA must describe actions it has taken, or will take, to—

- Design and implement interventions consistent with the final requirements;
- Recruit, screen, and select external providers, if applicable, to ensure their quality;
- Align other resources with the interventions;
- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
- Sustain the reforms after the funding period ends.

1) The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements.

• **For Tier I and II schools:**

- One of four interventions has been identified and a rationale for their selection has been adequately described and documented.
- The application includes the use of a guided self assessment to inform school improvement action planning and plans to complete a comprehensive assessment conducted by an external evaluator to inform continued school improvement plan implementation.
- All required elements of the selected intervention have been addressed so as to fully and effectively implement the selected model within the three year timeline of the grant.

These items have been previously addressed

- **For Tier I and Tier II schools,** external coaching capacity (someone not under the supervision of the principal) has been identified to provide intensive technical assistance and guide the implementation process.

Directions: Describe how the LEA will address this requirement:

• **For Tier I, II, and III schools:**

- The application includes the use of a guided self assessment to inform school improvement action planning.

This item has been previously addressed.

- The application includes a commitment to work with the state School Improvement Support team in the development and execution of a school improvement implementation plan that assesses and incorporates effective school improvement strategies already under way and includes required (for Tier I and II) and permissible strategies
- The application includes a commitment to designate local leadership team (SU School Support team) responsible for directing and reporting on the progress of implementing defined elements. This team must include the superintendent, the principal of the school(s), the curriculum coordinator and the special education coordinator.

These items are addressed in the “Statement of Agreement”

- Application reflects school improvement strategies already in progress.

This item has been previously addressed.

- Evidence-based practices are selected and plans to implement consider measures necessary to ensure fidelity of implementation. (e.g., the application includes approaches that have a research base reflecting effectiveness in improving instruction in the areas of concern such as mathematics or literacy; the application also includes approaches that provide a systemic model for improving instruction and learning and reflects the preparative and evaluative components of sustainable implementation such as achieving readiness to implement, communicating progress, evaluating outcomes, and providing supervisory union/district support through funding, allocation of personnel, and time for professional development, collaboration and planning.)

Directions: Describe any measures taken to insure fidelity of implementation of strategies in the plan or refer to the appropriate section of the improvement plan where this is addressed.

The attached plan includes a list of outcomes, timeline and success indicators.

- The application includes a commitment to provide the following required data elements annually:
 - 1.) Number of minutes within the school year
 - 2.) Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup
 - 3.) Dropout rate
 - 4.) Student attendance rate
 - 5.) Number and percentage of students completing advanced coursework (i.e. AP/IB), early college high schools, or dual enrollment classes
 - 6.) Discipline incidents
 - 7.) Truants
 - 8.) Distribution of teachers by performance level on an LEA’s teacher evaluation system (once that system is up and running)
 - 9.) Teacher attendance rate

Directions: Please provide data for items 1 and 5-9 above to be used as baseline measures.

1. Number of minutes within the school year: 78,660 instructional minutes
5. Number and percent of students completing advanced coursework, early college high schools, or dual enrollment classes: 25 eighth grade students are taking high school algebra.
6. Discipline incidents: 2007-08 - 97; 2008-09; 36
7. Truants: 15 students have truency issues
8. Distribution of teachers by performance level on an LEA's teacher evaluation system: 100% of teachers have been evaluated as "satisfactory" after 2 teachers were removed in the last two years for being unsatisfactory.
9. Teacher attendance rate: Sick days - 14% of teachers were absent more than 15 days; 15% were absent 10-14 days; 31% were absent 5-9 days; 40% were absent less than 4 days.

For Tier I, II, and III schools:

- 2) The LEA must describe actions it has taken, or will take, to Outline the need for recruitment of external providers in effectively implementing the defined school improvement plans and parameters which will be considered in ensuring quality and fit. Some recommendations from the *Handbook on Effective Implementation of School Improvement Grants* (Perlman and Redding, eds.; 2010) follow:
 - a. Identify unambiguous reasons for hiring an external provider.
 - b. Engage stakeholders about the need to hire external providers.
 - c. Articulate specific goals for the relationship with the external provider.
 - d. Budget adequate funding to support relationship with external provider for duration of contract;
 - e. Develop a process for selecting external providers whose experience and qualifications match the specified goals.
 - f. Negotiate a contract outlining roles and responsibilities of the external provider as well as the district and relevant schools.
 - g. Provide support as needed and appropriate.
 - h. Evaluate external provider's progress toward goals.
 - i. Define consequences for failure (e.g., termination or modification of contract).

Directions: Summarize your reasons for contracting with an external provider (this includes school coach and any content providers) giving consideration to items a) through i) as applicable.

SACS is interested in increasing local capacity, not supplanting our existing resources. We need to create the systems that our current staff will then utilize. The SIG proposal builds capacity for systemic cultural change that will be sustainable. FCSU will monitor the SACS contracts for fidelity and effectiveness. FCSU will work with SACS to ensure that each contractor meets the terms of the contract, the objectives defined and will follow a process of revision and/or termination should that not occur.

For Tier I, II, and III schools:

3) LEA agrees to collaborate and cooperate with state organized trainings for Supervisory Union administrators, principals, teachers and paraprofessionals, informational meetings, and trainings provided through the state.

This item is addressed in the “Statement of Agreement”

For Tier I, II, and III schools:

4) The LEA must describe actions it has taken, or will take, to Align other resources with the interventions.

- The LEA plan must be comprehensive and systemic in its approach. Reviewers will look to the budget and school improvement plan to assess the alignment and allocation of resources (e.g., personnel, percent of time committed, recognition of and/or effort to assess and realign existing initiatives and funds from other sources to support school improvement goals, refocusing existing professional development and in-service days to support training needs related to improvement, etc.) :

Directions: Please review budget and school improvement plan to assure items below are addressed and check appropriate boxes

- ☒ Human resources
- ☒ Fiscal resources
- ☒ Time and schedule
- ☒ Existing Initiatives
- ☒ Related activities
- ☒ Partnerships
- ☒ Alignment of PD activities

For Tier I, II, and III schools

5) The LEA must describe actions it has taken, or will take, to Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.

- The LEA agrees to use an external evaluation (Tier I and II ONLY) and internal review process to identify any current practices or policies that are barriers to a full and effective implementation of the selected intervention and commit to eliminating barriers through the implementation process. This process will also identify areas where a consolidation of focus would benefit the school improvement process (such as multiple committees focusing on similar outcomes – or with no defined outcomes) and work to converge efforts on common goals and outcomes.
- Inclusion of actions to address those barriers in the plan, utilizing the following, as applicable:
 - Board and Union letters of recognition or memorandum of understanding that document commitment to modify or amend current agreements, practices, and procedures to allow full and effective implementation of the transformation model.
 - Agreements for operational flexibility to implement reform at the school level.
 - Evidence of need for waivers to State Board of Education rules, when appropriate.

Directions: Identify barriers and any actions you have taken or will take to address these barriers. (Tier I and II can reference Requirement 1 I) c. i-ix)

One barrier to success is the current supervision and evaluation system. This is our first priority to change. Without this change, we cannot create a culture of learning that is measured by learning outcomes for students. These learning outcomes must be the focus of every member of our staff. We can implement a new system in FY 2011 as long as it is the system used by FCSU. We will work collaboratively with the other schools in our supervisory union to create a new system for this year. This work is fully supported and being led by our superintendent and curriculum coordinator.

Time and job expectations for teachers are another area that can be an obstacle. As part of our new supervision and evaluation system, we need to set clear expectations for professional practice.

For Tier I, II, and III schools

6) The LEA must describe actions it has taken, or will take, to Sustain the reforms after the funding period ends.

For each item below describe how it will be addressed over the funding period

The LEA must:

- Include strategies that build local capacity and methodologies that ensure interventions are integrated into the culture and routine practice of the school. (e.g., if student discipline and behavior is a significant factor to consider in working to raise achievement levels for students, the plan goes beyond providing individualized interventions and reflects a systemic approach to improving levels of student time on task and participation in the classroom by implementing or reconstituting an evidence based model to address school climate and culture such as Positive Behavioral Supports or Responsive Classroom. These models build local capacity to intervene early and support students within the school community with the least amount of intervention to achieve the greatest result and create sustainability by involving the whole school community in the implementation process.)

Directions: Describe here or refer to appropriate section of your plan or budget.

The proposed SIG plan includes strategies intended to build local capacity. Refer to plan.

- Identify local fiscal and structural support for the interventions where applicable beyond the life of the grant.

Directions: Describe how the budget will support on-going activities beyond the grant funding period.

See SIG plan.

- Identify other funding sources that will be used to complement SIG funds received in supporting the implementation of defined strategies. These could include other federal programs, as well as state and local funds and should also highlight funds that will be used to sustain the intervention beyond three-year grant period.

Ensure that all funding sources are identified in the plan.

See SIG plan.

- Plan for induction and mentoring of new staff.

***Directions:** Describe plans for induction and mentoring of new staff.*

SACS has a three year mentoring system. It will be aligned to new teacher supervision and evaluation system.

- Create a district level team that examines and reports on achievement levels for all students and subgroups for all schools in the supervisory union on a bi-annual basis. State assessment results are communicated annually to teachers, staff, family and community members and school boards. Appropriate response strategies are incorporated into school action plans.

Include these activities as responsibilities of the SU/District School Support Team

SACS will access the SU-level school improvement team. SACS also has a very active leadership team and a larger action planning team, as described in the SIG plan introduction.

REQUIREMENT 4

- (4)** The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each **Tier I and Tier II** school identified in the LEA's application.

TO MEET REQUIREMENTS (4) ABOVE –

The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each **Tier I and Tier II** school identified in the LEA's application.

Required items have been covered in Requirements 1 and/or 3 above.

REQUIREMENT 5

- (5)** The LEA must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its **Tier I and Tier II** schools that receive school improvement funds.

TO MEET REQUIREMENT (5) ABOVE –

In its application and school improvement implementation plan, the LEA must articulate annual goals (subject to the approval of the SEA) for 2010-2013 for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its **Tier I and Tier II** schools that receive school improvement funds.

Directions: Discuss reading and math goals here

REQUIREMENT 6

- (6)** For each **Tier III** school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.

TO MEET REQUIREMENT (6) ABOVE -

For each **Tier III** school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement as defined in the design section above.

Directions: Identify services Tier III schools will receive and/or activities schools will implement or reference appropriate sections of improvement plan

See SIG plan.

REQUIREMENT 7

(7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.

TO MEET REQUIREMENT (7) ABOVE –

The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.

***Directions:** Describe indicators the LEA will use to assess progress towards implementation of the improvement plan for Tier III schools.*

See outcomes, timeline and success indicators section of SIG plan.

REQUIREMENT 8

(8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools.

TO MEET REQUIREMENT (8) ABOVE -

As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools.

***Directions:** Please include evidence of stakeholder engagement as well as a plan for on-going stakeholder engagement. (e.g. board minutes, correspondence, newsletters, community meetings, etc)*

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application.

Directions: *An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve. Attach budget.*

See attached budget.

Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000.

D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under section III of the final requirements.

These assurances and others are addressed in the Statement of Agreement. A copy of the State of Agreement signed by the Superintendent must be submitted with this application

E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

Directions: The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ☐ Extending the period of availability of school improvement funds.
- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- ☐ Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.